Indiana State Teachers College
Terre Haute, Indiana

November, 1958

Volume XXX, Number 2

The Teachers College JOURNAL

CONTENTS

VOLUME XXX, NUMBER 2 **NOVEMBER, 1958**

•

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcome, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

•

NOVEMBER COVER: The cover picture is the architect's drawing of the new Women's dormitory now under construction at Indiana State Teachers College. The building will house 300 students and will be ready for occupancy in September, 1959.

THE *Teachers College Journal*

Published October, November, December, January, March, and May by Indiana State Teachers College, Terre Haute, Indiana. Entered as second-class matter October 5, 1931, at the Post Office at Terre Haute, Indiana, under act of August 24, 1912.

EDITORIAL—

Let's Shorten the Gap

Whenever the findings of scientific research reveal conclusively that there are better products, or improved procedures, or more economical methods, it would seem that an immediate conversion to the use of the new would be inevitable. And such is the case in most instances in the physical and biological sciences. When the experimentation with the Salk vaccine, for example, revealed overwhelmingly its effectiveness, nationwide response put it into immediate use. Or take the military research: when a new bombsight showed superiority over the standard bombsight, the inferior device was scrapped without delay. When better radar equipment was invented, all sounding stations were quickly supplied with the new equipment. We could go on and on with other illustrations in such fields as production, manufacturing, and medicine where improved practices or better products developed through research are readily accepted.

Such is not the case, however, in the field of education. Practitioners are extremely hesitant to give up established practices even though research has shown indisputably that other practices or new considerations are superior to those formerly used. A few examples will illustrate this point.

For years, educational psychologists, on the basis of research, have enlightened teachers as to the extent and meaning of individual differences of pupils; yet too many teachers still conduct their instructional activities as though every child came from the same mold or must be put in the same mold. Research has shown us that the educational opportunities are greater and per pupil costs are lower in larger school units. Yet, too many school districts remain too small to realize these advantages, and school consolidation is still a major problem in our educational system. Evidence is available to show that new teaching techniques and activities are just as effective in subject matter mastery and far superior to traditional methods in developing social, emotional, and mental traits, yet countless teachers still conduct their classes with the textbook assignment and lecture technique, with little or no regard for the development of the whole child.

How can we account for the lag between research findings and practice in education? It may be that we are incapable of altering our deeply imbedded habits or philosophies, although this seems unlikely since we are flexible and adaptable beings. It may be that research findings in education are disseminated too slowly. Educational research is oftentimes undertaken in scattered localities on a small-scale basis. Findings of such research must be confirmed by similar studies and conclusive evidence is not produced until all the data are considered. It may be that we are unwilling to accept the evidence. Although research in education is somewhat subjective because of the necessity to study human beings with controls difficult to manipulate and maintain, continuous and extended research ultimately reveals acceptable conclusions. Yet we hesitate to put such findings into practice. It may be that research done by others is not utilized by teachers because it seems too remote or not related to their own situation.

In any case, it is likely that a teacher who conducts research in his own classroom or school, and discovers for himself new and better practices, that adaptations to improved procedures is the eventual outcome. In this our annual research issue, we present summaries of studies completed by faculty, students, and teachers. It is our desire that more individuals in education become research minded in order to help eliminate or reduce the gap between research and practice.

Charles Hardaway
Editor

The Effect of Selected Film Sequences on Individuals Toward Nature and Art Forms

RONALD J. FARMER, Assistant Professor of Art

Indiana State Teachers College

The following is an abstract of Dr. Farmer's doctoral dissertation completed at the Pennsylvania State University, June, 1958.

There is a need for a thorough investigation of the value of using films as teaching aids to encourage involvement and stimulate identification with artistic and aesthetic experiences so as to promote favorable attitudes. The purpose of the present study was to determine whether a motion picture designed and produced by an art teacher could contribute to (1) students' increased sensitivity to nature and designed forms, (2) greater awareness of relationships between nature and art forms, (3) increased ability to imagine new designed forms.

The construction of the film for this study followed an investigation of how films may be prepared under local school conditions to meet a specific teaching need; secondly, how an educational film may be designed to stimulate imagination and interest in art forms. It was found that elaborate film techniques are not always necessary for effective films. Important producers such as Griffith, Pudovkin, and Eisenstein substantiated recent film research on this topic. The avant garde movement experimented with films, each film representing a completely personal expression by the artist who made it. It was also found that teachers have produced their own films as teaching aids, often working with audio-visual services within a school system.

Research indicated that school films best met the needs of the intended audience when that audience was examined for their aptitude toward segments of the film before preparation of the final version. Also, suggestions should be gathered from the target audience during the period of film construction. Following this procedure also helped the audience to raise questions for their further study. The results of post-testing for learning associated with seeing the film measured the effects of these film sequences upon the audience viewing them.

The 16mm motion picture produced by the experimenter for this study was a non-professional film representative of a classroom production. It was designed for and viewed by college sophomores who were unfamliar with art films. This experimental sound film attempted to enhance interest in the subject through an unusual and personal presentation of the subject. Included in the sound track was a subjective commentary rather than an objective documentary commentary. The commentary also attempted to promote the learner's point of view and included the responses gathered earlier from a segment of the target audience.

VIEWING THE FILM

The 16 minute film was shown once to 101 students enrolled in the elementary curriculum and attending their first art course at Indiana State Teachers College. It was intended to stimulate their awareness of relationships between forms in art and nature and increase ability to visualize new designed forms. There was no special preparation for the film other than regular classroom procedure. Another class, called the control group, continued their typical experiences, in and out of the art class, but without viewing the film

Both college groups were administered two tests, a multiple choice picture test, developed by the experimenter to measure increase in awareness of relationships between nature and art forms, and a free response test to measure visualization of new designed forms. Five days after the groups responded to the two tests, they again responded to matched post-tests. The assumption was that difference in gains from the pre-test and the post-test would be associated with the film viewing.

ANALYSIS OF THE RESULTS

The method employed for assessment of differences was the "t" ratio values for difference between means. A significant difference existed at the .01 level of confidence for the experimental groups according to:

(1) the multiple choice test from pre to post-tests.

(2) the free response test from pre to post-tests.

(3) the combined experimental groups on both tests considered separately.

(4) and between experimental groups for both tests.

The Control Group:

(1) no significant difference was found between pre-and post-tests on the multiple choice test.

(2) a significant difference was found between tests for the free response test.

Since the experimental groups increased significantly from pre to post-tests, there was reason to believe that the film was associated with the growth. For a further guide a "t" ratio was determined for the difference in distribution of gains made by the experimental and control groups. These distributions of gains indicated a "t" ratio significant beyond the .01 level of confidence for the experimental groups.

The results of these findings indicated that the motion picture was associated with the significant difference between pre and post-test scores and that the motion picture was associated with the experimental groups' increased sensitivity to nature and art forms. Also, the ability to visualize new designed forms had increased significantly. The leading problem of the study was thus answered in the affirmative.

Other conclusions were that it is possible for classroom art teachers to successfully produce non-professional motion pictures at comparatively small cost which they may use as teaching aids. It is also possible for art teachers to construct tests to measure achievement associated with viewing their teaching aids.

Further implications for teachers of art

While the results of this study are strictly limited to the population, the film and tests used, further research may determine the extent to which the conclusions from this investigation may be generalized for other groups and other films. It is possible that using more than one art film, or different versions of a film, may promote a cumulative learning of aesthetic attitudes and awareness.

It is important to find that teachers may expect art classes to vary considerably in their abilities to visualize and relate aesthetic qualities. Greater understanding of these differences between groups should be promoted and suitable visual aids developed.

This study suggests that aesthetic experiences may be promoted by teaching aids which stimulate individual involvement. Further research should compare the development of aesthetic attitudes through the motion picture film with learning from still slides and from direct manipulation of objects of art and nature.

Admission Policies and Entrance Requirements of State Teachers Colleges and Proposed Guides for Admissions for Indiana State Teachers College

CHARLES W. HARDAWAY, Director Research and Testing

Indiana State Teachers College

(The accompanying article is a summary of Dr. Hardaway's doctoral dissertation completed at Indiana University, August, 1958)

The Problem. Increased demands for better public school teachers combined with increasing enrollments have necessitated that the state-supported teachers colleges carefully consider the problem of admissions. It was the purpose of this study to trace the historical development of entrance requirements of the state teachers colleges, to determine the current status of admission policies of the state teachers colleges, and to develop suggested guides for admissions for Indiana State Teachers College.

Procedures and Sources of Data. The historical procedure was utilized in tracing the development of entrance requirements of the state-supported teacher-educating institutions. Available literature for the period 1825 through 1958 was analyzed and trends concerning admissions to teacher-educating institutions were determined. A questionnaire technique was utilized in studying current policies of admission of the state-teachers colleges. Data from 180 state teachers colleges in 44 states representing 87 per cent of the institutions contacted, were utilized in the study. An evaluation of the current admissions policy of Indiana State Teachers College was made by studying records and reports on file at the institution concerning enrollment, withdrawal, and failure data of entering freshmen for the 1955-56 and 1956-57 school years. A profile-prediction technique was utilized in order to determine if such a technique could be utilized in screening applicants for admission. Factors used in constructing individual pupil profiles were scholastic aptitude, subject matter achievement, reading ability, and rank in high school graduating class. Students in the upper one fifth on each measure were assigned profiles of 5-5-5-5; students in the lower one fifth were assigned profiles of 1-1-1-1; and so on. The mean point-hour ratios for each group of students with identical profiles were computed and these provided the basis for prediction of academic success. The historical data relative to admissions to state teachers colleges and the data concerning current trends of admissions, combined with the evaluation of the present admissions policy of I.S.T.C., pro-

vided the bases upon which guides for admisions for Indiana State Teacher College were proposed.

Findings. The major trends in the historical development of entrance requirements of the state-supported teachers colleges revealed that for the period 1839 to 1900, admissions were primarily made on the basis of subject-matter examinations. By 1925, high school graduation became the universal entrance requirement of the teachers colleges. Since 1925, a trend toward selective admissions has been developing, and by 1955, two alternative plans for entrance to the teachers colleges had evolved—selective admissions and selective retentions.

The current status of admissions policies and entrance requirements of the teachers colleges revealed that the basic entrance requirements for all institutions were high school graduation, physical examination, and character reference. Forty-six per cent of the teachers colleges had selective admissions. Of these, 80 per cent considered rank in class of the applicant in screening prospective students; 77 per cent required competency on entrance examinations; 72 per cent required recommendations from the school principals; 53 per cent conducted personal interviews with prospective candidates, 53 per cent considered the personality of the applicant; and 50 per cent required the applicant to complete specific subjects in high school. Most of the colleges having selective admissions made exceptions to established standards and admitted students failing to meet certain standards, if compensating strengths were present and the students showed promise.

Admission requirements were set by statute in 33 per cent of the colleges having non-selection. Intercollege groups set entrance requirements in 52 per cent of the selective colleges. College boards set entrance requirements in 53 per cent of the non-selective schools. Over one half of the selective colleges had restricted enrollments or quotas, whereas only 5 per cent of the non-selective schools had quotas. Nearly 98 per cent of the non-selective colleges were multipurpose institutions; one half of the selective colleges offered teaching curricula only, and over one half of these required entering freshman to matriculate on the teaching curriculum at the time of initial enrollment. Over two thirds of the non-selective colleges required matriculation on the teaching curriculums at some point other than at initial enrollment.

Colleges having selective admissions denied entrance to approximately 20 per cent of the candidates for admission; however, the selective colleges were no more effective than the non-selective in reducing the number of students withdrawing or eliminated by the end of the freshman year. Both groups lost about 20 per cent of the entering freshmen by the end of the first year. Nearly 60 per cent of the freshmen withdrawing from the non-selective colleges were academic failures compared to 56 per cent from the selective colleges.

Thirty per cent of the selective programs had been in operation for less than 10 years and only 6 per cent had existed for more than 30 years. Twenty-five per cent of the selective colleges reported that there had been opposition or reaction to selective admisions. About one fourth of the non-selective colleges indicated that they were contemplating changing to a selective basis or were studying the problem. Sixteen states had state-wide selective admissions governing admissions to all teachers colleges within the respective states. The more elaborate state-wide selective programs were those of California, Massachusetts, New York and Pennsylvania.

The evaluation of the current admissions policy for Indiana State Teachers College revealed that 75 per cent of the entering freshmen for the 1955-56 and 1956-57 school year completed the freshman year, and 60 per cent returned to the college for the sophomore year. Twenty-seven per cent of the withdrawing students were academic failures, and an additional 19 per cent were passing but were somewhat below desired attainment. Forty-two per cent of withdrawing students had academic averages exceeding a C grade. Principal reasons for withdrawal of this group were: to accept full-time employment; to attend to personal business affairs, and to join the armed forces. Thirty-six per cent of the failing students had been recommended by their respective high school principals as capable of doing college work.

The profile-prediction technique showed considerable promise as a device for predicting academic success of freshmen at Indiana State. Persons relatively high on measures of scholastic aptitudes, content achievement, reading, and high school rank were academically successful, and those extremely low on all measures were probable failures. Persons low on one or more measures were likely to succeed academically, if the other measures revealed compensating traits. No factor, in itself, was indicative of failure.

Proposed guides for admissions for Indiana State Teachers College were that the applicant for admission should be a graduate of a commissioned high school or its equivalent, undergo a physical examination by the college physician, be of good moral character, be recommended by the high school principal, and possess ability to do satisfactory college work as evidenced by a number of factors which are indicative of academic success. It was proposed that housing be assigned on the basis of order of acceptance and that entrance examinations be given some time prior to registration.

Conclusions and recommendations. Admissions to state-supported teachers colleges have been governed by situations as they existed, by conditions that developed, by needs that occurred, and by the educational philosophy that emerged. The philosophy of selective admissions has been crystalizing, and there was general agree-

ment that there should be an element of selection in admissions to the state teachers colleges. A universally acceptable plan of selection has not been developed.

The fact that one out of five enrolling freshmen in the state teachers colleges withdrew by the end of the freshman year combined with the fact that over one half of these withdrawals were academic failures, was evidence of the need for more effective selection for admission. Providing facilities and instructional personnel at state expense for students who are poor educational risks is a questionable practice.

There was general agreement that no single factor offered conclusive evidence of success or failure in college work. The various statistical procedures used for predicting achievement were not entirely reliable. Thus selection is a matter of careful study of the individual student in terms of his previous attainments, scholastic aptitude, interests, and potential for doing creditable work at the collegiate level.

The practice of delaying selection for the teaching course until some time after initial enrollment has considerable merit. A function of the teachers college is to get well-qualified persons into the teaching profession as well as to keep undesirable persons out of the profession. The teaching potential of many individuals is not developed nor discovered until they have experienced higher education and their interests and aptitudes are revealed. In the pre-professional and introductory education courses, promising teachers might likely be located and guided into teaching. If such persons had been denied admission, their potential as efficient teachers would never be discovered.

Continuous study of the problem of admissions should be conducted by the state teachers colleges throughout the country. Each college should carefully study its own objectives, its facilities, its type of student clientele, and its own resources, and establish admissions policies that are compatible with these factors.

The primary problem of admissions to the teachers colleges is to eliminate students incapable of doing satisfactory college work. Intensive study should be made of factors that are most indicative of academic success in order to develop techniques that will reliably determine which students should be denied admission. The profile-prediction method showed promise as a selective technique. Further study should be made of the device in order to determine its value in prediction of academic success.

An admissions policy should be based on consideration for the individual student rather than on a set of minimum standards. Unless conditions necessitate a policy of rigid selection, the teachers colleges should maintain liberal and flexible admissions policies with consideration given to the worth of the individual student Until we can screen prospective failures with greater acccuracy, the present facilities should be fully utilized, particularly in the multi-purpose teachers colleges.

President Eisenhower's Choice of Words—

Leveled at the Radio and Television Audience

THEODORE J. BILSKI, Sr., Instructor of Speech*

Fenn College, Cleveland, Ohio

The full impact of television on our way of life is difficult to determine. Even when we try to "break-down" this new major force, we lack the tools and the knowledge to make an intelligent, critical evaluation. We know that television has and still is changing social habits and creating new ones; but because of the widely distributed services and coverage of television, formulating the criteria by which the media is to be judged becomes a difficult task. In the past twenty years, radio programs have generated the same kind of criticism that is now leveled at television.

Specifically, this paper will explore the choice of words used in three of the President's major television and radio speeches.

It is not the purpose of this paper to evaluate the over-all effectiveness of the President's speeches nor to present a "rhetorical criticism". This study will concern itself with only those aspects which affect the correctness and clearness of his choice of words as influenced by the television and radio audience.

Is it wise to delimit this study to just the "choice of words?" Exactly what do we mean by the expression, the "choice of words?" "Fundamen-

---

*Mr. Bilski is a graduate of Indiana State Teachers College, receiving his B.S. degree in 1955 and his M.S. degree in 1956.

tally, it deals with the selection of the best possible words for the particular task."[1] To be effective, a speech must be understood.

Frank Stanton, President of the Columbia Broadcasting System has said, "The strongest sustained attention of America is now, daily and nightly, bestowed on television as it is bestowed on nothing else." He goes on to say, "From 1949 to 1956, the number of television sets installed in U. S. homes increased from 1 million to 36,900,000, the latter figure representing 70 per cent coverage of all U. S. households."[2] In 1956, more than two out of three homes in America had television sets. Radio, of course, has reached the point of approximately total saturation.

In choosing words, did the President consider the age, sex, and economic status of his radio and TV audience? Did he know if they might be indifferent or antagonistic? Did he consider the following audience characteristics:vocation, education, intelligence, geographic location, racial or nationality background, religious and political attachments, atmosphere and physical surroundings, and distance of the listeners from the speaker?[3]

We know that TV and radio are intimate mediums. Live TV and radio are instantaneous. However, both mediums are guests in the home. We can analyze a studio audience to a fairly accurate degree. Can we also analyze the TV and radio audience? The problem of choosing words, under these conditions, becomes complex to say the least; but we must try to analyze the problem in order to improve the general effectiveness of TV and radio speeches.

Effective choice of words possesses at least two qualities. They are CORRECTNESS and CLEARNESS.

Thonssen and Baird define "correctness" in the following manner:

> Correctness refers chiefly to word choice or usage. At its simplest, it is little more than a study of vocabulary; at its most complex stage, it embraces the whole doctrine of purity and excellence in diction. Aristotle believed correctness of language to be the foundation of all good style. He listed as its constituent elements: (1) proper use of connecting words; (2) use of specific rather than general words for things; (3) avoidance of ambiguity; (4) accurate classification of nouns as to gender; and (5) correct expression of plurality, fewness, and unity.[4]

Clearness refers to the arrangement of the words. Correct words must be arranged to produce clarity of discourse. When a speaker arranges words in order to sound pedantic or profound, the effect usually results in obscurity of meaning. Good choice of words should not call attention to itself. According to Thonssen and Baird:

> Perspicuity is an essential in all types of discourse, regardless of the purpose the speaker tries to realize. A speaker must be understood, or he labors to no avail. And clearness of the speech must be, as it were, an unrecognized element of its merit.[5]

Obscurity, double meaning, and failing to convey meaning at all, are three of the main violations of perspicuity. Obscurity takes on a variety of forms while the latter two violations are much more easily detected. Double meanings, however, not only violate perspicuity, but at times, they destroy general effectiveness by producing embarrassing results. A speaker attempting to convey a serious thought, may find his audience laughing *at* him, and not *with* him. Diligent use of proper words arranged in a clear order, will greatly aid in producing the desired response. As Campbell remarked:

> A discourse . . . excels in perspicuity when the subject engrosses the attention of the hearer, and the diction is so little minded by him that he can scarcely be said to be conscious that it is through this medium he sees into the speaker's thoughts. On the contrary, the least obscurity, ambiguity, or confusion in the style, instantly removes the attention from the sentiment to the expression, and the hearer endeavors, by the aid of reflection, to correct the imperfections of the speaker's language.[6]

White and Henderlider explain:

> Clarity is that attribute of language which facilitates close correspondence between the speaker's meaning and that stirred up in the minds of his auditors. Language will be clear if it is (1) accurate, (2) simple, and (3) concrete[7]

The writer will explore three of the President's speeches that were directed to the vast radio and TV audience. Words that in the writer's opinion, could be substituted for simpler, clearer, or more correct words will also be put to Campbell's threefold test:

> (1) Are they reputable? That is, do they enjoy good standing among men of taste? As he puts it, the words must be authorized by the practice of a great number, if not the majority, of dis-

---

[1]Lester Thonssen and A. Craig Baird, **Speech Criticism,** (New York: the Ronald Press, 1948). p. 417.

[2]Giraud Chester, and R. Garrison, **Television and Radio; An Introduction,** (New York: Appleton-Century-Crofts, Inc., 1956) p. 6.

[3]George W. Srail, **Key To Effective Speech,** (Cleveland: Copyright, George W. Srail, 1957), p. 92.

[4]Lester Thonssen, and A. Craig Baird, **Speech Criticism,** (New York: the Ronald Press, 1948), p. 410.

[5]**Ibid.,** p. 412.

[6]**Ibid.,** p. 413.

[7]Eugene White and Clair Henderlider, **Practical Public Speaking,** (New York: the Macmillan Co., 1956), p. 263.

tinguished writers or speakers. (2) Are they in national use? In other words, they should be divorced from provincial or foreign attachments. And (3) are they in present use? This simply suggests that time and period affect usage, but it does not imply that words are necessarily the worse for being old or the better for being new.[8]

The serious student of speech is now probably saying, "This is a study in Semantics." At the outset, the writer thought it best not to mention the word "semantics" at all. Hugh R. Walpope warns that some people know very little about "semantics." He asks this query, "When such a person discusses 'semantics' with a specialist in linguistics, are the two people really using the same words?"[9] He further states:

> The student of semantics studies words. When he tries to talk about "semantics," he uses words to talk about a word which itself talks about nothing but words.[10]

Since we are exploring the area of correctness and clearness the term "choice of words" seems to be more apropos.

Most broadcasters generally agree that the choice of words for a TV and radio audience should be leveled at an audience of "average intelligence." It is true that the common notion that radio and TV must be leveled at a twelve-year old mind bears the implication that radio and TV must "talk down" to their audience. But this is not the proper connotation. Albert Crews admits that, "Seventy-five per cent of the listeners do something else while they are listening to radio programs."[11] This is also true of TV, but to a much lesser extent. As Bob Huber, Public Service Director of WJW-TV, puts it, "We are not talking down to people, but we are trying to be sure that the large majority of our listeners understand every word that goes over the air." He continues, "We realize that we do not have the listener's undivided attention, we are a guest in the home and must compete with various home activities."[12]

When we specifically direct our message to the "average" radio and TV audience, we must use simple, correct and clear words. If the twelve year old can understand them, so will the college president.

The first speech we will explore is entitled, "The Korean Armistice." It was delivered by President Eisenhower on the evening of July 26, 1953. The message was carried by the major TV and radio networks. His specific purpose was to inform the nation that the Korean Armistice did not make peace in the world and that the American people should not relax their guard and demand to "bring the boys home."[14]

This was a very important specific purpose and it was equally imperative that the TV and radio audience understood the President's message. This was a brief address, containing nine short paragraphs and a quote from Abraham Lincoln's second inaugural address.

Test the following words from the President's message on a person of "average intelligence:" repelling, aggression, incalculable, valorous, carnage, negotiation, and untoward. It is true that this might not be a fair test as words arranged in sentences may aid in understanding their meaning, but for the purpose of a test, accept any connotation.

The President said, "For this nation the cost of *repelling aggression* has been high."[15] Would it not be more effective to say, "For this nation, the cost of driving back the invaders has been high."? The President said, "In thousands of homes it has been *incalculable*."[16] Better to say, "In thousands of homes, the cost cannot be counted.?" The word "valorous" was used by the President in the following sentence, "It is proper that we salute particularly the *valorous* armies of . . ."[17] Would not the word "brave" be more understandable and just as specific?

In the fifth paragraph, the President said, "And so at long last the *carnage* of war is to cease and the *negotiation* of the conference table is to begin:" [18] The word *carnage* passes Campbell's threefold test but the word is not authorized by the practice of the majority of the so-called "average people." The word "carnage" in the writers's opinion, is not specific in this instance. "Carnage" brings to mind a "massacre" or "butchery" which is not accurate for the Korean conflict. In any event, to a large portion of the TV and radio audience, the word would have no meaning at all. Would it not be better to say, "And so at long last, the brutal killing of great numbers of people is to stop and the agreement of terms is ready to be discussed."

Would not the word "unfavorable" add more meaning to the vast and varied TV and radio audience than the word "untoward"? The President said, ". . . we and our United Nations Allies must be vigilant against the possibility of untoward developments."[19] Even the word "vigilant" might be replaced by the words "ever watchful" to convey more meaning and greater comprehension.

---

[8]Thonssen and Baird, **op. cit.,** p . 411.

[9]Hugh R. Walpole, **Semantics,** (New York: W. W. Norton & Company, Inc., 1941), p. 21.

[10]**Ibid.,** p. 21.

[11]Albert Crews, **Professional Radio Writing,** (New York: Houghton Mifflin Co., 1946), p. 29.

[12]From a personal interview with Bob Huber, June 3, 1958.

[14]A. Craig Baird, ed., **Representative American Speeches:** 1953-1954 (New York: the H. W. Wilson Co., 1954), p. 19. Full text of speech appears on pp. 19-21. Text of this speech also furnished by Mildred Meeres, Secretary to Mr. Robert Montgomery, Staff Consultant, The White House, Washington, D. C.

[15]**Ibid.**

[16]**Ibid.**

[17]**Ibid.**

[18]**Ibid.**

[19]**Ibid.**

The reader may say that the choice of words is an individual matter. This, of course, is true, but the choice of words varies with a great number of circumstances and in this particular study, we are judging the effectiveness of words leveled at the "average people" of "average intelligence." When the President directs his message to a specific audience and it is also broadcast to the masses, there may be some room for argument. But, when the President directs his message directly to the masses, his choice of words should be as clear, correct, and as simple as possible.

Even for a message of condemnation, threat or warning, whatever the specific purpose may be, the broadcast will not be completely effective to the majority of the listeners if one does not choose the words with his audience in mind.

Thonssen and Baird quote Demetrius in the following manner, "Indignation does not require artifice," said Demetrius. ". . . the style should be natural in such denunciations, and the words should be simple."[29]

The relatively few words that have been criticized in the President's "The Korean Armistice Message" reveal that the President, together with his staff of writers recognize the need for correct, clear and simple words.

Let's explore another representative speech delivered by our President. On Wednesday night, February 29, 1956, the President notified the nation that, "I am a Candidate." The message was broadcast to an estimated radio and TV audience of some one hundred million. Only the President's immediate family was present.[21]

Although this message was much longer, twenty minutes, the writer found only eleven words that in his opinion could be made simpler to aid meaning and understanding. These are: multitudes, diligently, immense, contemplate, regime, interspersed, aspirations, mandatory, incumbency, myriad, and fruition. Some of the above words were used more than once in this message directed specifically to the masses.

The President also used the word "coronary" in the sentence, "The doctors insist that hard work of the kind I have described does not injure any recovered *coronary* case. . . ."[22] But, he previously referred to his "heart" condition several times.

Some readers may be saying that the President is aided by such oral factors as voice inflection, emphasis, pauses and stress. This is true. It is also true that a word used in a sentence is sometimes given added meaning by other words that proceed and follow it. However, we must bear in mind as Crews points out, "The average person's reading vocabulary is about three times as large as his speaking vocabulary."[23] A reader can always reread, or check back, or pause for reflection; but this is impossible for the listener.

The last speech we will analyze is the President's message entitled the the "Madison Square Garden Address" delivered at the Garden on October 25, 1956 at 9 P.M. EDST. Although some 20,000 people filled the Garden itself, the speech was broadcast over television and radio outlets of the National Broadcasting Company.[24]

A. Craig Baird reports the President had a lot of help on this speech:

> What of the composition of this and other Eisenhower speeches? According to a report in *U. S. News* (October 5, 1956, pp. 84-7), the President relied chiefly on six writers; Kevin McCann, on leave as president of Defiance College, who specialized in "off the cuff" remarks; Emmet J. Hughes, on leave from *Life*, one of the top "idea" men of the group; Arthur Larson, Under Secretary of Labor, former law dean at the University of Pittsburgh, author of *A Republican Looks at His Party*, and allegedly the chief author of the President's acceptance speech at San Francisco; Gabriel Hauge, the economic specialist of the group; Robert Cutler, Boston banker (and stickler for the right word), and former editor of the *Harvard Law Review;* and Bryce Harlow, former publisher of textbooks, whose assignment was agricultural matters and related subjects.[25]

I'm not sure if Mr. Robert Cutler, stickler for the right word, will agree or not, but again it is the writer's opinion that at least a dozen words could be substituted for simpler words. They are: contingent, impugn, dismayed, partisan, lament, techniques, moratorium, indispensable, polemics, reiterate, potential, and validity.

Some may object to the word "partisan." It is a reputable word and certainly in national use. If so, try this quote from the President's address on a few of the "average people." The President said, "This *indispensable* strength demands of us certain simple things beyond the power of *partisan polemics* to obscure."[26] The three preceding paragraphs may help in grasping the meaning for some, but for the majority of the "average people," the sentence quoted would be far over their heads."

The writer read the three preceding paragraphs and then the quoted sentence to sixty college students. The students ranged from freshman to seniors and in age from 18 to 45. Of the 60 students, 55 of them would

---

[20]Thonssen and Baird, **op cit.,** p. 426

[21]A. Craig Baird, ed., **Representative American Speeches: 1955-1956,** (New York: the H. W. Wilson Co., 1956), p. 101. Full text of speech appears on pp. 102-107.

[22]**Ibid.,** p. 104.

[23]Albert Crews, **op. cit.,** p. 52.

[24]A. Craig Baird, ed. **Representative American Speeches: 1956-1957,** (New York: the H. W. Wilson Co., 1957), p. 53. Full text of the "Madison Square Garden Address appears on pp. 55-61.

[25]**Ibid.,** p. 54.

[26]**Ibid.,** p. 60.

not even attempt to explain the quote nor could they define the word "polemics;" 2 of the 60 gave inadequate meanings, mostly poor guesses, and only 3 of the 60 gave satisfactory answers.

The complete list of thirty words (selected from the three mentioned speeches were read to the 60 students and they were asked to define each word, writing out the definitions. They were told not to worry about misspelled words.

Not one student had all of them correct, the highest score was 80%. The average for the 60 students was 44%, the median was 40%.

The writer realizes that the words were not in their original context, but any satisfactory definition was counted as being correct. Then too, the reader must admit that the students were above the average of the people with "average intelligence."

The writer is also cognizant of the fact that the speaker should employ onomatopoeia for added effectiveness. Also the triple P's, ". . . the power of partisan polemics. . .".[27] do sound effective. But, considering this vast, this varied, this so-called "unpredictable" audience, is it not better to let complete understanding be your guide?

In the eleventh paragraph of the President's written text, he said, "And we tensely awaited—wherever it next might strike—the sharp and sudden thrust of some new communist military attack."[28] Onomatopoetic words? At its best, not only high in sound-effect value; but also clear, correct and simple.

Of the total words used in the three speeches selected to be analyzed, only thirty words were found that, in the writer's opinion, could be made simpler and clearer for the people with "average intelligence." With the exception of these thirty words and occasional exceptions which might be permissible for their power and imagery, the President's speeches, which have been analyzed, show that the President does use correct, clear and simple words.

A stickler for the right word should be a stickler for the clear and simple word. If a twelve year old can understand the meaning the President is attempting to convey, so will the college president.

---

[27] **Ibid.**

[28] **Ibid.**, 56.

Abstracts of Master's Theses . . .

McIntire, Rosa Imogene. *The Development and Evaluation of Creative Writing in the Second and Third Grades*. August, 1958. 128 pp. No. 784.

Problem. In this study, the value of creative writing for children was investigated through a review of the literature on creative written expression. Also, creative writing by children in the writer's own second and third grade classes was discussed in detail. Consideration was given to first, criteria for an atmosphere conducive to creative writing. Second, many actual classroom experiences which motivated children to write were described. Third, actual examples of the children's own creative writing were presented which showed that the children not only expanded their ability to write creatively but they also developed more efficient use of skills in personal writing.

Method. The action research method was followed in this study. The examples were from the writer's own classroom. They had been collected from second and third grade children over a six-year period. A total of one hundred two creative writings from seventy different children were included.

Findings. The attitude of the classroom teacher has much to do with establishing an atmosphere in which there is found motivation for creative work. The classroom must be free from pressure and fear of criticism. The teacher must respect each individual child and accept generously any creative work from each one. The responsibility for enriching the children's background, for providing the necessary physical, emotional, and social settings must be that of the teacher. His guidance and suggestions should be unobstrusive but they must stimulate the children's thinking. The teacher must neither dictate nor dominate. He must learn with the children as he guides them.

Motivation for creative writing grows out of the desire to express the inner satisfaction children find in experiences which arouse all the sensory perceptions, touch, taste, sound, smell, and sight. Opportunities for these experiences will be found in all the language arts areas, music, literature, art, drama, story telling, informal planning and conversations, and many other situations.

In the writer's own second and third grades, growth in the specific skills in basic communications, vocabularly, word concept, sentence structure, punctuation, and spelling was evident.

Creative writing helped these children to develop self-confidence. They produced something that they were proud of and their classmates respected and appreciated their writing also.

Creative writing enabled these children to develop an insight into their own behavior and that of others. The children discovered some of the limitations and capabilities in other persons, as well as in themselves.

It was found that the extremely sensitive, timid, and disturbed child could find emotional release in creative writing. Feelings released in writing helped a child to organize himself and his impressions.

These values found in creative writing experiences contributed to children's total growth and development, social, psychological, and intellectual.

However, it was evident that the values were derived from the creative processes themselves and not from the finished products, stories, poems, or prose.

Committee: Dr. Ruth Runke
Chairman
Dr. Carlos Watson
Dr. Jacob Cobb

Mesker, Sister Winifrid. *An Experiment in Copper Repoussè of the Fourteen Stations of the Cross.* August, 1958, 59 pp. No. 783.

Problem. The purpose of this project was to furnish the Stations of the Cross for the chapel of a retirement home which will be erected on the premises of Our Lady of Grace Convent, Beech Grove, Indiana.

Method. The method followed in this project was copper repoussè which is sometimes called chasing. This is a means of bringing a design out of a flat sheet of metal surface into low or bas relief through the use of a chasing hammer, chasing tools and a support of beeswax.

The fourteen Stations of the Cross were first designed then each was executed on a metal sheet, 11" x 14". The drawings were done in an India Ink wash and pictures of the drawings as well as pictures of the procedure and the actual copper results appear in the thesis.

Findings. After experimenting with various materials to discover a more suitable support for the metal than a prepared pitch as suggested by various writers, it was found that beeswax proved to be the most successful.

Further experimenting in regard to the use of chasing tools proved advantageous. Tools made of hickory wood were found to have the advantage over steel tools because the metal would not be so likely to break from the blow of the hammer when in contact with wood. Extreme care had to be taken when using steel tools. It was found that these hickory tools could be made in the desired size and shape depending upon the work to be done.

The copper repoussè method is not one to be mastered in a short period of time. Much practice and patience are required to obtain desired results.

Committee: Mr. Elmer Porter,
Chairman
Dr. Olis Jamison
Dr. Elmer Clark

Libbert, Anna Jane. *How a Historical Tour for Fourth Grade Children Evolved from Their Study of Terre Haute and Vigo County.* September, 1958. 190 pp. No. 785.

This is a creative product, not a thesis of the usual type. It is a story within a story. Jimmy and Cindy, cousins, were eager for school to start for they were anxiously looking forward to being fourth graders. The last few years that grade had made a trip to Vincennes in October! As the days passed it didn't seem that plans were leading toward Vincennes. However, through true stories and legends related by their teacher, grandmother and others they became enthused about the history of their own town.

The climax is reached when the planned school excursion became a reality.

It is hoped this story telling of the growth and development of a typical mid-western town from a western frontier river village will help school children have a keener appreciation and better understanding of the early settlers who carved from the forests and prairies of the Northwest Territory the county of Vigo and the mid-western town of Terre Haute, Indiana.

Committee: Dr. Donald Scheick
Chairman
Dr. Ruth Runke
Dr. Lloyd Smith

Murtaugh, Leonard Paul. *A Study of the Teaching Combinations of the Public Secondary Schools of Indiana During* 1955-56. August, 1958. 108 pp. No. 786.

Problem. The purpose of this study was (1) to determine the number of secondary teachers teaching in one subject-matter area in the state of Indiana, (2) to determine the number and frequency of teaching combinations of secondary teachers teaching in more than two subject-matter areas in the state of Indiana, and (3) to provide a continuation of studies which have previously been made on this subject at intervals of about five years.

Method. The data in this study were gathered from the *Indiana School Directory*, 1955-56. They were then classified in tabular form for ease of analysis. Twenty-one subject-matter areas were used by the writer.

Findings. There were 12,785 public secondary teachers in the state of Indiana during the 1955-56 school year. Of these, 7909 were teaching in one subject-matter area. There were 4002 teachers teaching in two subject-matter areas, 783 in three subject-matter areas, 88 in four subject-matter areas, and 3 in five subject-matter areas.

When computed in per cents, it was found that 61.9 per cent of all the teachers in Indiana were teaching in a single subject-matter area, while 31.3 per cent were teaching in two subject-matter areas.

There were less than 7 per cent of all the teachers teaching in more than two subject-matter areas; 6.1 per

cent in three subject-matter areas, .7 per cent in four subject-matter areas, and .1 per cent in five subject-matter areas When comparing these percentages with those of previous studies, it was found that there has been a decided decline in the per cent of teachers teaching in more than one subject-matter area.

Committee: Dr. Walter Shriner, Chairman
Mr. Orvel Strong
Dr. Vesper Moore

Silverman, Sidney M. *The Boyhood Influences Reflected in Ernie Pyle's Life and Writing*. August, 1958. 82 pp. No. 787

In this thesis, the researcher stresses the importance of Ernie Pyle's childhood experiences in his career as a writer, primarily as those experiences are reflected in Pyle's books and the two books about him. It is felt that one of the factors which contributed to his success was the boyhood influences that appear in his works. These influences are evidenced in the experiences he had as a boy on his father's farm near Dana, Indiana. By conducting interviews with the writer's former acquaintances and relatives, the investigator tried to evince Pyle's characteristics, personality traits, and scholastic ability, as well as to give other pertinent information as to the reason for his popularity as a writer. In this research, it was learned that Pyle's basic characteristics and personality traits as a boy changed little when he became a man. True, he displayed some superficial changes, but they obviously resulted from outside pressures, apparently beyond his control.

There are a number of questions concerning his life that have not been answered, and perhaps never will be. The main one is why he went to the Pacific theatre of operations during World War II when he experienced a premonition of death. Moreover, shortly before that time, he had suffered a breakdown from exhaustion in the European theatre following the Normandy invasion, and he realized that physically he was in no condition to continue as a war correspondent.

Another question concerns the plausibility of his explanation that he left the farm as a boy because he disliked horses, which seems a rather facetious reason. In addition, his former acquaintances and teachers reported that in school he expressed no ambition to be a writer. For that matter, he reportedly did not know what to study when he enrolled at Indiana University. But surely he had a desire to write at that time, or he would not have selected journalism, even though he explained that is was an easy course.

The study lists the number of readers his column attracted and the number of copies his books sold to indicate his popularity. The honors and awards he received, too, serve as a measurement for his success.

In evaluating the future popularity of Pyle's writings, the investigator has tried to be objective and impartial, disregarding his own admiration for his works. It is realized, however, what the investigator thinks in that respect will have no significance, since time will decide the issue. But, it seems, writing that survives the ravages of time usually is popular during the author's life.

Committee: Dr. James R. Bash, Chairman
Dr. James F. Light
Mr. John A. Boyd

Bush, Donald L. *The Terre Haute General Strike*. August, 1958. 52 pp. No. 788.

Problem. The purpose of this work was to objectively present *The Terre Haute General Strike*, a significant event in the general history of Terre Haute.

Method. The methods of historical research were used in obtaining information which was compiled and presented in narrative form.

Findings. *The Terre Haute General Strike* of 1935 was an outgrowth of a labor dispute between the employees and the management of the Columbian Enameling and Stamping Company located in Terre Haute, Indiana. The employees of the Columbian Company in 1934 had formed a union for the purposes of bargaining collectively with their management. The management, after the formation of the union, showed preference to a minority of non-union employees, whereupon the union demanded a closed shop. The management refused to negotiate on this issue; in protest of the management's position, the union employees went on strike. The strike progressed peacefully until the Columbian Company hired seven extra guards. This action induced a mob to break into the Columbian plant where they inflicted considerable damage. As a result of the mob action, the Columbian Company hired approximately fifty more guards and announced that the company would open utilizing non-union labor. The majority of the laboring people of Terre Haute were enraged at the Columbian Company's action, and a general strike was announced and began on July 22, 1935.

The city officials were unable to keep order and requested aid from Governor Paul McNutt who proclaimed martial law and ordered National Guard Troops to Terre Haute. Virtually all activity in Terre Haute came to a halt as a result of the general strike, which lasted two days.

The general strike had an unfavorable result upon the subsequent history of Terre Haute; the strike gave the city a poor labor reputation and created a great deal of animosity between the town's labor and capital factions. Both these factors tended to retard Terre Haute's subsequent economic growth.

Committee: Dr. Donald Scheick, Chairman
Dr. Richard Gemmecke
Dr. Quentin Bone

Mendenhall, Allen Willard. *The History of a Quaker Academy in Vermilion Grove, Illinois,* 1874-1942. August, 1958. 147 pp. No. 789.

Problem. It was the purpose of this study (1) to trace the history of Vermilion Academy in Vermilion Grove, Illinois, (2) to study the factors responsible for its close, and (3) to evaluate the purposes and achievements of the Academy as compared to a concept called "the Great American ideal of a free, non-sectarian, compulsory, tax-supported, state-controlled public school system."

Method. The historical method of research was followed. Hundreds of notes were made from original Academy records, literary society papers, finance reports, deeds and wills, court proceedings, letters, and personal interviews.

Findings. Vermilion Academy was founded in 1874 in Vermilion County, Illinois, by the Society of Friends, commonly called Quakers. The Academy was founded during a time when high schools in Illinois were meagre and inadequate. It offered a unique kind of education which was an integrating, all encompassing experience. An education in Vermilion Academy was a blending of the academic, the social, and the religious values of the community. Financed mainly through subscriptions and endowments the Academy faced a continual financial struggle.

The Academy was finally closed in 1932 after having served as an institution of secondary education for more than 58 years. The failure of Vermilion Academy was basically due to the lack of an adequate method of finance such as that which was provided by the compulsory tax laws which gave solidity to the high school movement.

A comparison of Vermilion Academy with the great American ideal of a free, non-sectarian, compulsory, tax-supported, state-controlled public school system, revealed both similarities and differences. Regarding the idea of a non-sectarian school, the Academy stood in direct contrast. It was a school that stood for something definite and was proud of it. It was a school that professed distinction because it was free to be biased, free to be distinctly Quaker, and free to avoid the great divorce between education and religion.

Committee: Dr. Olis Jamison, Chairman
Dr. Richard E. Thursfield
Dr. Fred Swalls

Shields, Philip L. *A Study of the Opinions Held by Indiana Public School Music Teachers About Certain Means of Strengthening Their Relations with Their Communities.* August, 1958. 46 pp. No. 790.

Problem. The purpose of this study was to determine what a sampling of music teachers in the public schools of Indiana considered to be good community relations and what value the individual teacher placed on different aspects of community relations.

Method. The normative-survey procedure and the questionnaire method was followed in this study. Seven hundred fifty questionnaires were mailed to public school music teachers in Indiana. Four hundred twenty-nine were returned and analyzed in the study.

Findings. Thirty-two and six-tenths per cent of the respondents indicated that they directed a church choir, and 24.5 per cent sang in church choirs. Twenty-two and six-tenths per cent believed this participation to be of great value in the establishment of good community relations.

Sixteen and six-tenths per cent of the music teachers indicated they directed a civic music organization, while 32.4 responded that they participated in one. Fourteen and seven-tenths per cent were of the opinion that this direction or participation was of great value.

Seventy-four and six-tenths per cent of the respondents were active members of a church in their community and 38 per cent believed this participation to be of great value in the establishment of good community relations.

Sixty-five and three-tenths per cent of the music teachers lived in the community in which they taught and 40.3 per cent believed it to be of great value.

Fifty-one and one-tenth per cent of the music teachers were active in civic work in their communities, and 28.2 per cent believed this participation to be of moderate value.

Fifty-five and seven-tenths per cent of the respondents gave private help to their students after school hours without charge and felt this to be of moderate value, while 31.2 per cent gave private lesons to students other than their own for pay and felt that it had no effect on their efforts to establish good community relations.

Ninety-nine and three-tenths per cent of the respondents attempted to be well groomed and neatly dressed at all times, and 57.1 per cent believed it to be of great value.

Other methods most frequently listed by the respondents as helpful in the establishment of good community relations were: supplying music by students for all civic and church groups whenever called upon, being friendly at all times with all persons in the community, giving freely of one's time, participating in as many civic and church activities as possible being a conscientious teacher, and taking a personal interest in students and their problems.

Similar research should be done in the community relations of teachers of other subjects.

Committee: Mr. Arthur D. Hill, Chairman
Dr. Charles Hardaway
Mr. Joseph Gremelspacher

Book Reviews

The Ideal and the Community. By I. B. Bergson. New York: Harper and Brothers, 1958, pp. 302 + xii. Price: $4.50.

The author is Professor of Education at the City College of New York where his special interest is the philosophy of education. He takes as a point of departure the philosophy of John Dewey and William H. Kilpatrick. His purpose is to revise and to reconstruct their experimental philosophy, but not to reject it.

The book begins with a discussion of the major educational ideas of Dewey and Kilpatrick. This exposition is given partly as a basis for criticism and partly to clarify the experimentalist viewpoint and justify it against misinterpretation by opponents who misrepresent it, and by uncritical devotees who may not understand it.

He points out that the writings of Dewey and his followers are properly open to some of the criticisms which have been directed against the experimentalist philosophy—for example, that it lays excessive emphasis on the role of individual experience, on the function of action in validating thought, on the principle of change in social life—to the exclusion of countervailing factors. Among the elements which Professor Bergson says weaken the experimentalist philosophy is its failure to realize the significance of formulation, that is, its underestimation of the part that clear ideas, definite principles, and firm convictions play in the intellectual life. Another is the lack of emphasis on history and the cultural heritage as a source of values. He says that the experimentalist philosophy seems better adapted for criticism of existing conditions than for positive programs of action, and that it is open to the charge that it fails to induce the decisiveness needed in periods of crisis and more generally that it fails to offer adequate guidance in the sphere of personal life.

The author ejects the concept of "continuous growth" as a worthwhile educational aim, and also minimizes the biological nature of man as an important factor in developing values. He contends instead that education must be based on commitment to established ideals and that the chief source of these ideals lies in civilization itself. In his own words, "the pattern of values which provides the ground and the goal of the educational process is found in the historically developed culture of the Western world. The philosophy proposed reflects a high regard for the social heritage as the reservoir of our values. It is at the same time pervaded by the consciousness that we are entering a new epoch in civilization—one pregnant with opportunities for humane achievements as well as fraught with the possibility of irremediable catastrophe."

The second part of the book deals with "The Emerging Democratic Order." Some of the topics discussed are "Enduring Ideal and Temporal Developments," "The Communist and Facist Challenge to Liberalism," "Trends of Thought in Science, in the Study of Man, and in Religion."

In Part III, which is entitled "Profile of an Education Policy," such topics as these are considered: "Education and the Province of the School," "Experience, Needs and the School Curriculum," "Indoctrination, Academic Freedom and Religious Teaching."

The final chapter summarizes the main lines of the author's thought and suggests specific applications of his philosophy to current school issues and problems.

This is an unusually well written book and is a significant contribution to the philosophy of education. It does well what the author sets out to do—to make a revision or reconstruction of the experimentalist philosophy which will retain "its invaluable contributions to educational thought and practice," but which will also place in proper perspective the necessity for clearly formulated aims and ideals.

Byron L. Westfall
Professor of Education
Indiana State Teachers College
Terre Haute, Indiana

Common Sense About Gifted Children. By Willard Abraham. New York, New York: Harper and Brothers, 1958, pp. 262. $3.75.

Problems involved in helping the gifted child to reach his potential are discussed in highly readable style by Dr. Abraham. Statistics which emphasize that much of the nation's talent is being wasted focuses the attention of parents, educators and the public on the need for identifying the gifted and for providing them with the best teachers and best educational program possible.

A review of the latest thinking, research and practices is included in an effort to guide interested individuals or groups in working out the type of program best suited for their particular situation. The plan which Dr. Abraham proposes for immediate action in attacking the problem is certainly a thought-provoking one.

This very stimulating book provides a full overall picture of problems related to the gifted. It should be of interest to all concerned with helping the gifted child and should be especially useful as a basic text for college classes. The annotated bibliography should prove helpful to anyone who wishes to explore the subject further.

Rutherford B. Porter, Director
Special Education Clinic
Indiana State Teachers College
Terre Haute, Indiana